

The Evergreen State College

2003-2005 Accountability Plan

August 2003

Introduction

The Evergreen State College continues its commitment to improving the quality and efficiency of higher education. We support the statewide emphasis on accountability as one means of demonstrating that commitment. This report describes our efforts to make improvements on the state accountability measures during the past biennium, historical trends for these measures, and plans for the current biennium. Our success with interim targets for 2002-03 will be reported in November 2003.

We have reported our success with achieving interim targets for the year 2001-02. Evergreen met or exceeded targets on four of ten measures. We continue to have only limited success in observing relationships between the strategies for improvement and movements in the measures. Some measures have seemingly been insensitive to change (e.g. the Life Long Learning Index), and others have behaved in a way that is puzzling and very problematic to interpret (e.g., the decline of student-reported learning gains in familiarity with the use of computers, despite a substantial apparent increase in the number of students using increasingly sophisticated computer tools in their work). In part because of these problems, we have overhauled all of our student and alumni surveys, changing questions to ones that more directly address aspects of education at Evergreen and creating surveys that students will hopefully find more interesting and relevant to participate in. We are proposing changes in the indicators that we use to measure faculty productivity and diversity to take advantage of these new survey questions. We hope that these new questions will be more representative of the Evergreen approach to teaching and more sensitive to programmatic changes.

With other measures, trend analysis shows erratic behavior despite sustained efforts at improvement. For Evergreen, the principal example of this pattern is freshman retention. We have made substantial efforts to improve freshman retention to the sophomore year during the past several biennia. In fall 1998, freshman retention increased 11% from 1997, to 71%. This is the largest single-year improvement we have seen in 18 years. Yet, in the following year, freshmen retention dropped to 65%, then it increased once again to 70% in fall 2000. It decreased to 69% in fall 2001, then in fall 2002 freshmen retention had again risen to the fall 1998 level of 71%. Our experience has been that freshman retention bobs up and down seemingly independent of an increasing number of strategies and resources directed at improvement. Nevertheless, the importance of this measure requires that we continue our efforts to improve it, and we have implemented another series of retention strategies that we hope will keep freshmen retention moving in the right direction. Our greater challenge is to sustain any improvement and evaluate the differential contributions of various strategies to continued improvement.

Evergreen continues to work with the other baccalaureate institutions in the state to develop measures of student learning outcomes in writing, quantitative reasoning, information/technology literacy, and critical thinking. Recent budget restrictions have precluded continuation of statewide assessment institutes, so we have conducted two local writing institutes in the summers of 2002 and 2003. We have also pursued local development of quantitative reasoning on campus and local efforts to assess and improve information technology literacy. We have recently contributed an update of our efforts in the ITL area to a report that will be submitted to the Legislature through the HECB. In summer 2002 we conducted an analysis of student transcripts that determined the proportion of seniors graduating in 2001 who showed sufficient evidence of critical thinking and writing skills.

Work to develop outcome measures of student learning has another impetus at Evergreen. We have recently submitted our interim accreditation report to the Northwest Commission on Colleges, and this

report contains an extensive discussion of student learning outcomes. The Commission will be making their interim visit to Evergreen in Fall 2003 to review our progress on learning outcomes. We view the work on student learning outcomes urged by the HEC Board as integrally related to the general education issues raised by the Commission on Colleges.

Part I

Historical Context, Description of Proposed Targets and Strategies Implemented

Graduation Efficiency Index

During the past 16 years, the Graduation Efficiency Index (GEI) has been quite stable. The freshman GEI ranged 3.6% during that period, from 90.1% to 93.8%. The transfer GEI ranged 4.6%, from 87.1% to 91.7% [Charts 1 and 2]. We question our ability to affect these measures beyond the fluctuation of random variation. Evergreen has met or exceeded the long-term goal for transfer students (90%) in the past five reporting periods (1997-98 through 2001-2002). For the past seven years, we have seen a slight but continued increase in the transfer GEI followed by a more recent plateau; this raises the issue of “ceiling out” on a measure and how likely additional increases may be. Since this measure has shown scant variation for the past five years (ranging from 89.4 to 91.7%), falling below last year’s measure seems as likely as maintaining or exceeding it. We have not yet reached the long-term goal of 95% for the freshman GEI. An earlier analysis comparing GEI for BA versus BS students revealed that the major sources of “inefficiency” for this measure at Evergreen are surplus credits earned due to students’ decisions to pursue a Bachelor of Science degree late in their academic careers and the 16-credit limit. We may yet see some movement on these measures due to our recent change in the credit limit from 16 to 20 credits: this policy change may enable students to fill gaps in their studies more efficiently, or efficiency may decline if students use the new credit limit simply to take extra courses. There has been a steady increase in the number of students taking more than 16 credits per quarter, but it is too soon to observe impacts on time to graduation and graduation efficiency. Given this, we propose interim targets for freshmen that continue to move us toward the long-term goal of 95%, and we will set interim targets for transfers that maintain the long-term goal of 90%.

Table 1: 16-Year Average GEIs	
Overall Transfer GEI = 89.5%	Overall Freshman GEI = 91.1%

Chart 1
The Evergreen State College: Freshmen GEI

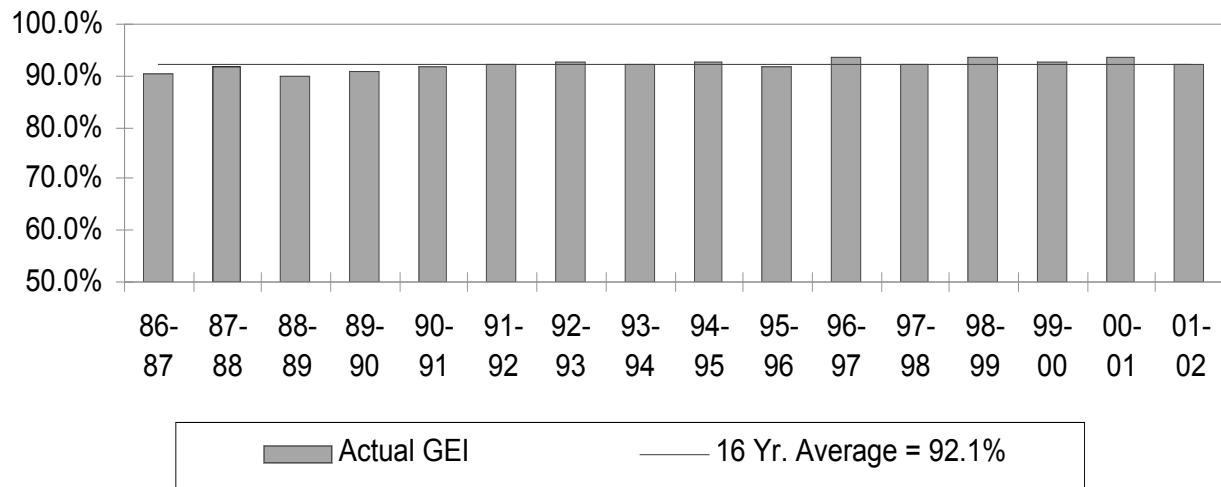
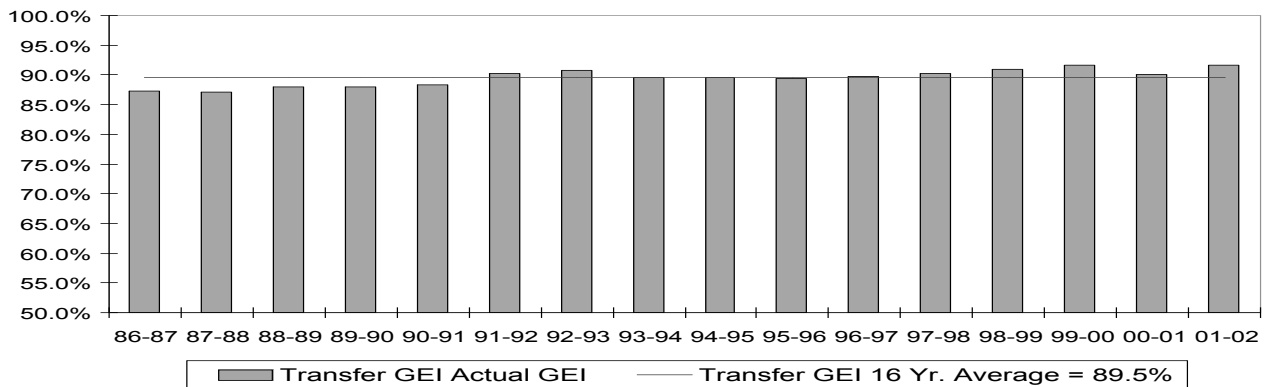


Chart 2
The Evergreen State College: Transfer GEI



Evergreen met the target for freshmen GEI in 2000-01 but did not in 2001-02. Evergreen met the target for transfer GEI in both years. The transfer GEI measure has increased slightly since 1996 and then has leveled off. The freshmen GEI has hovered around the performance target for the past several years. The College believes it is approaching or has reached the upper bounds of these measures and anticipates small variation in future measures, either up or down, of little practical significance. Evergreen's recent history with these measures is portrayed below.

Table 2: Evergreen's GEI Measure History							
	Performance, Academic Year						
	1995-96	1996-97	1997-98	1998-99	1999-00	2000-01	2001-02
Freshman GEI	92%	94%	92%	94%	93%	94%	92%
Transfer GEI	89%	90%	90%	91%	92%	90%	90%

Strategies employed during the past biennium with regard to GEI performance measures included the following:

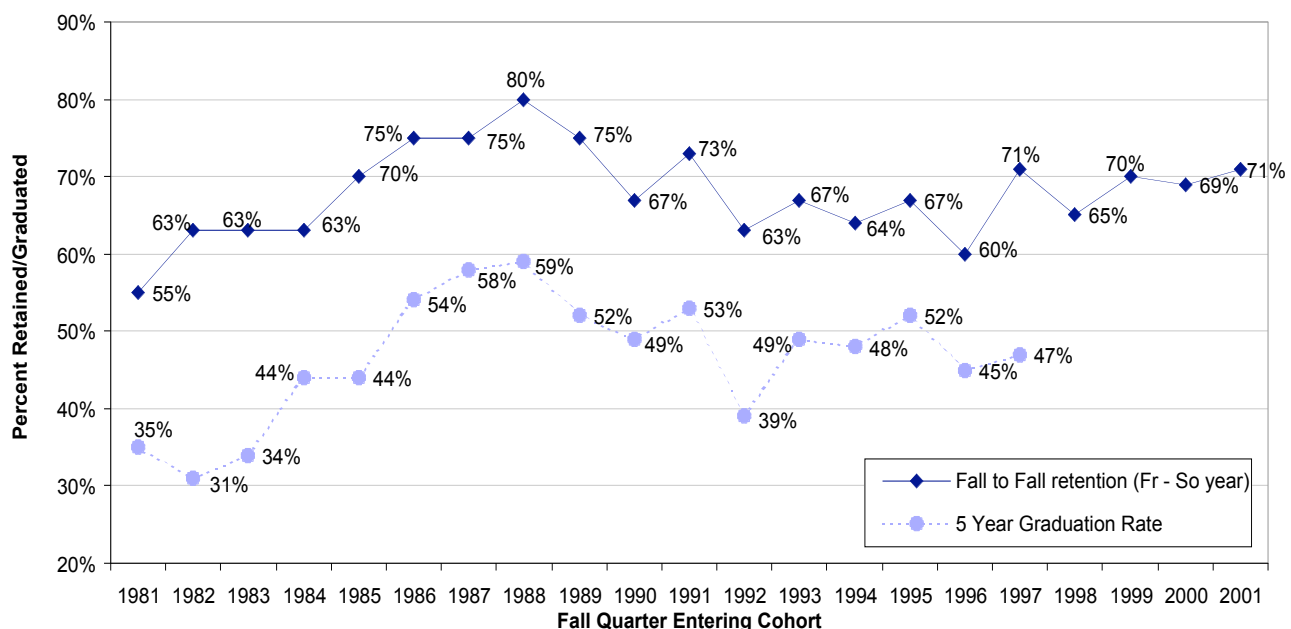
1. Improved articulation and transfer with community colleges through college-to-college meetings.
 - Evergreen's curriculum dean met with various community college faculty during the 2001-02 academic year to identify obstacles to smooth articulation and to negotiate additional upside down degrees. These meetings were continued in 2002-03 by the associate vice president for enrollment and his staff.
 - Evergreen participates in the "Transfer by Major" project sponsored by the State Board for Technical and Community Colleges. This project is intended to make transfer from community colleges to baccalaureate colleges more efficient by clarifying the course work requirements for entry into majors/departments.
2. During AY 01-02, Evergreen participated in a replication of a 1988 study of the role of community colleges in the achievement of the Bachelor's Degree in Washington State. The project, which was led by the State Board of Community and Technical Colleges, is providing additional insights into student pathways to earning Bachelor's degrees, including comparisons between state institutions. An additional phase of this study involved a series of transfer student questions (including Running Start experiences) that were incorporated into our alumni survey of the Class of 2001 (conducted during summer 2002). We are currently analyzing these results.
3. Revised the student advising workshops to better meet the needs of new transfer and first-year students and to increase exposure to the Expectations of an Evergreen graduate.
4. Continued to refine and implement new academic advising structures that facilitate academic planning throughout students' work at Evergreen, including increased exposure to the Expectations of an Evergreen graduate. Advisors now routinely incorporate discussions of the Expectations into their conversations with students; Advising has developed faculty workshops on the Expectations, built the Expectations into the Core Connector curriculum, has revamped the entire series of workshops for new and continuing students, and has created a student workshop that focuses on how to develop depth and breadth in one's education. The depth and breadth workshop has so far been presented to four academic programs containing 160-200 students.
5. Academic Advising has continued to modify and improve their web site that provides advising and academic planning information to students. The web site has now replaced a paper handbook.

6. The per-quarter credit limit has been increased from 16 to 20 credits beginning fall 2001. This change may shorten the time to degree for some students. It also increases the limit for transfer credit and/or concurrent enrollment credit that will count toward a degree to 20 credits per quarter.
7. After obtaining enabling legislation for a Running Start program at Evergreen, a faculty and administration task force decided not to pursue a Running Start program at this time due to fiscal constraints. A summer high school program will be explored in 2003-05 as an alternative.

Graduation Rates and Student Retention

Five-year freshman graduation rates are determined by retention of students from year to year. At Evergreen, the greatest annual attrition for any freshman cohort occurs between the first and second year of attendance. Therefore, the most effective strategy for improving Evergreen's 5-year graduation rate is to improve fall-to-fall retention of freshmen. That is why we pay particular attention to the retention of freshmen, accepting that any improvements in freshmen retention will take an additional three to four years to manifest as improvements in the five-year graduation rates. Likewise, declines in freshmen retention are often followed several years later by a decline in graduation rates. This relationship is easiest to see by plotting both retention and graduation rate by the year each fall cohort of students began at Evergreen (Chart 3). For example, 63% of students entering in Fall 1992 returned to Evergreen the following fall, and 39% of this cohort graduated from Evergreen by five years later. Because we experienced a drop in retention for the Fall 1998 cohort, we expect a corresponding decline in the graduation rate for the 2002-03 reporting year. We have adjusted our proposed interim target accordingly.

Chart 3
Freshmen: Fall-to-Fall Retention and 5-Year Graduation Rates
 (Freshmen defined as students with no postsecondary experience)



A drop in freshman retention was identified in the early 1990's, and the College developed several ongoing strategies for improvement. Retention has improved from a low of 60% in 1996 to 69-71% in the past several years. This is viewed as a success internally, although it still falls short of the 75% target. Freshman retention remains a focus for improvement internally at Evergreen, because retention continues to be lowest for this group of students. We continue to develop and refine programs for improving freshmen retention, and we propose to continue targeting retention of entering cohorts of freshmen in this 2003-05 Accountability Plan.

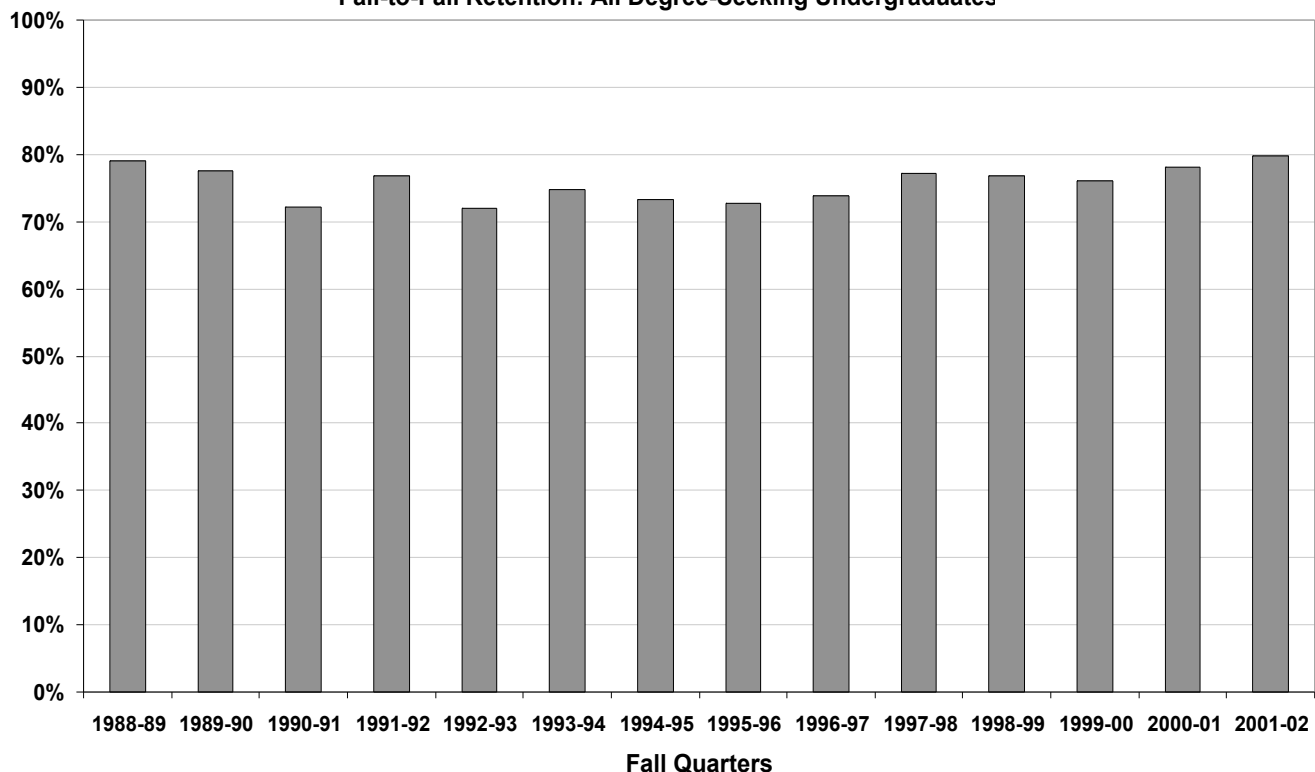
The long-term goal of 75% entering freshman cohort retention has been met in only four of the last 19 years at Evergreen and has not been achieved in the last twelve years, so it would represent substantial progress. The College recognizes that although we will likely continue to fall short of our proposed plan targets for freshmen retention of 74% and 75%, striving for them is the clearest path we can see to achieving the long-term 5-year graduation rate goal. Therefore, we propose the challenging but realistic targets for freshman graduation and retention rates shown in Table 3:

Table 3: Freshman Fall-to-Fall Retention and 5-year Graduation Rates History and Proposed Targets					
Graduation Rate Performance Year	Fall Entering Cohort	Actual Fall- to-Fall Ret.	Target Fall- to-Fall Ret.	Actual 5-Yr Grad. Rate	Target 5-Yr. Grad. Rate
1995-96	1991	73%		53%	
1996-97	1992	63%		39%	
1997-98	1993	67%		49%	
1998-99	1994	64%		48%	42%
1999-2000	1995	67%		52%	45%
2000-01	1996	60%		45%	36%
2001-02	1997	71%		47%	51%
2002-03	1998	65%	72%		46%
2003-04	1999	70%	73%		49%
2004-05	2000	69%	74%		50%
2005-06	2001	71%	74%		52%
2006-07	2002		74%		53%
2007-08	2003		75%		54%
2008-09	2004		75%		55%

Overall undergraduate fall-to-fall retention has been fairly constant at 76% to 77% for the past three reporting periods; these rates are slightly higher than they have been since 1993 [Chart 4]. Evergreen's recent history with our retention and graduation rate measures is shown in Table 4.

Table 4: Evergreen Retention and 5-Yr Graduation Rate Measures					
	Performance Year				
	1997-98	1998-99	1999-00	2000-01	2001-02
Undergraduate Retention	77%	77%	76%	78%	80%
Freshmen Cohort Retention to Sophomore Year	71%	65%	70%	69%	71%
5-Year Freshman Graduation Rate	49%	48%	52%	45%	47%

Chart 4
The Evergreen State College
Fall-to-Fall Retention: All Degree-Seeking Undergraduates



Most of the strategies developed to improve fall-to-fall retention apply to the 5-year graduation rate as well. Besides these dual-purpose strategies, encouraging summer quarter enrollment (strategy #5) was intended to directly address 5-year graduation rates. We also expect that our recent increase in the per-quarter credit limit from 16 to 20 credits will eventually have an effect on graduation rates.

Strategies employed during the past biennium with regards to retention and 5-year graduation rates included the following:

1. Continued academic advising interventions with attrition-prone students:
 - Hosted first-year programs fair during spring quarter, introducing students entering in the subsequent fall to their first-year program options, faculty, and student services.
 - The First-year Student Dean hosted a first-year program preview event during Orientation Week at the beginning of each fall quarter to introduce new students to their program options, faculty, and fellow students.
 - Student and Academic Support Services and a team of faculty continued to host the Courage to Learn seminar series during Orientation Week of fall quarter for new students. The program helps students adjust to Evergreen's learning style, familiarize themselves with campus resources, and begin to develop new peer relationships.
 - Took advantage of our new over-16 credit option to expand the Courage to Learn seminar series into a two-credit, intensive mini-academic program for new students called "Beginning the Journey." This six-week extended orientation was piloted in fall 2002 with about 150 new students, and featured work to improve student skills, writing, decision-making, drug and

alcohol awareness, handling work and life crises, etc. The results of this pilot study are currently under review, and we will learn in Fall 2003 if the program had a beneficial effect on freshmen retention. We will decide whether to continue or modify this program based on these findings.

- Student and Academic Support Services has developed a Case Management Protocol for dealing with students in crisis.
 - A task force investigating the incidence and effects of violence on campus has concluded its work, and a report with recommendations will soon be available.
 - Contacted students who are registered only on waitlisted (full) program(s) to encourage them to enroll in a back-up program with spaces available. Also contacted newly admitted students with other anomalous registration issues for follow-up advising.
 - Continued to contact new students during the second or third week of the quarter with a brief “How’s It Going?” survey to determine problem areas and provide necessary follow-up. Based on our experience with this tool, advisors expanded this check-in survey to a once per quarter model for the past biennium and changed from the 5th week to an contact earlier in the quarter. Core Connectors use the survey results to improve their practice, and the Dean of Student Services reads the information collected from the surveys to keep informed of first-year student experiences.
2. Continued Core Workshops each June on program planning and advising for faculty preparing to teach in freshman-level programs. Core Connectors (student affairs professionals that work within first-year student academic programs) were integrated into these workshops. The First-year Dean developed information for core faculty as part of the Faculty Handbook that was distributed at the workshops. The Handbook presented ideas such as conducting check-ins with students during week 2 or 3 of fall quarter, utilizing Core Connector support for mid-fall quarter check-ins, seeking feedback from students at the end of fall and winter quarters about what’s working or not within the program, and incorporating more group-building activities (such as Challenge Course activities or program potlucks) to facilitate community integration and aid student retention.
 3. Continued the “Core Connectors” initiative that integrates student affairs professionals into freshman programs for improved student support.
 - A Core Connector curriculum was developed to increase consistency of the information presented to freshmen students. Available Core Connector workshop offerings are now shared with faculty of freshmen programs earlier during their planning process (during their core planning institutes), so that they could incorporate such opportunities into their class activities.
 - The First-year Dean met with the Core Connectors in the middle of each quarter to check in about what they are hearing about how academic programs are going. Relevant information was reported back to Core program faculty.
 4. Implemented strategies to improve academic advising information and timing both among faculty and through the Academic Advising Office.
 - Evergreen continued to offer a satellite Advising and Study Skills Center in campus housing operating during the evenings and weekends. This program is staffed with a “Prime Time

Advisor” and also provides academic tutors during evening and weekend hours to students in campus housing.

- A new yearly faculty advising requirement was approved as part of our general education plan in spring 01. This requirement was variously implemented over the past biennium, which provided an additional structure for advising to occur and may encourage student engagement in the Learning Community by enhancing student/faculty relationships.
 - Continued to develop and implement advising strategies to increase exposure to Evergreen General Education Expectations. Continued to conduct and refine stage-appropriate academic planning workshops throughout students’ academic careers at Evergreen. Developed a New Student workshop.
5. Continued to encourage student enrollment in summer school sessions by expanding the number of summer school offerings. Planning Unit Coordinators (faculty division chairpersons) provide information to the summer school about courses that are needed.
 6. Evergreen conducted a Communications audit during AY 00-01. We did an internal audit of publications and employed a private Communications consulting firm to conduct a more complete evaluation, including a web-site assessment. The Communications consultants presented their findings and recommendations to the College in September 2001. Web-site improvements were made and are ongoing, and they already include easier access to information and resources to support both prospective and current students. On-line course registration was implemented in May 2001 for fall 2001 academic offerings and has seen widespread use. Web-site improvements will continue into the current biennium.
 7. Academic Advising, in collaboration with the Office of Institutional Research and Planning, conducted a two-year pilot project (AY 99-00 and AY 00-01) to assess the impact of an intrusive advising model on student retention called “Transitions to Success.” In the past biennium, project staff have completed data analysis, developed recommendations, written a final report, and disseminated findings to interested faculty and staff. Implications for practice will continue to be explored, as well as ways to implement project findings.
 8. Improved, expanded, and implemented campus housing initiatives to provide resources for and support the success of first-year students.
 - Continued the “First-Year Experience Program” in campus housing and expanded into a second housing location in fall 2001.
 - The First-year Dean met on a regular basis with First-Year Experience Resident Assistants in order to learn about their experiences working with first-year students, to get advice from them about how to improve conditions inside and outside of academic programs, and to give advice where possible. Resident Assistants were encouraged to invite the First-year Dean to discussion sessions with students in order to discuss concerns, ask questions, and plan actions to address the issues where possible. It was the Dean’s intention through these initiatives to bridge the gap between non-academic and academic aspects of student life, as well as the gap between the housing area and the rest of campus. The Dean was very involved with the First Year Experience program and gained information about student experiences early enough in each quarter to positively intervene before students began dropping out of their programs or the College.

- Set up Friday evening alcohol and drug-free entertainment aimed primarily at first-year students. Faculty and staff were invited to present workshops involving music, dance, art, and other presentations, so that students who do not wish to engage in use of alcohol/drugs can have a stronger platform for developing a social life. Such events were intended to demonstrate that the academic side of the College actively supports and appreciates all students. This program was run in 2001-2, but not repeated in 2002-03 due to a limited response on the part of faculty and residents.
 - The First-year Dean and other college faculty have become involved in the on-going academic workshops that the Prime Time Advisor develops each year, broadening their range, heightening student interest, and making them stronger features of dorm life.
 - Training in academics and social support was enhanced for Resident Assistants in Housing, and we have piloted a peer referral program.
9. Throughout AY 01-02, a visiting graduate student lived in the First-Year Experience section of campus housing to conduct an ethnographic study of first-year student transitions to college and formation of social relationships. The graduate student produced a report in 2002 about her findings and how they relate to retention of first-year students. Her principle findings were that housing residents perceive a lack of activities on campus, a lack of social space on campus in general, and have both positive and negative reactions to the close-knit nature of their dorm floor communities. Our follow-up to her report will include a campus work group chaired by the Vice President for Student Affairs which is charged with recommending ways of improving the physical facilities related to campus life.
 10. Continued to conduct Spring quarter Advising/Registration visits to all first-year programs to encourage and facilitate registration for the following fall quarter.
 11. The Evergreen Health and Counseling Centers offered a variety of support groups and services to help students make the transition to college life.

Faculty Productivity

Evergreen initially put forward the “Life-Long Learning Index” from the College Student Experiences Questionnaire as its faculty productivity measure. This index is a composite measure of students’ estimated gains in learning in eleven areas¹. We have now administered five follow-up surveys (Spring 1998, 1999, 2000, 2001 and 2002) for comparison with the 1997 baseline created through our first administration of the instrument. This measure has shown little variation in six years². Each year we have observed movements up and down for individual items, but when rolled into the composite Life-long Learning measure, these differences have washed each other out (see Table 5 and Chart 5). Because this indicator has not been sensitive to changes, we are proposing to discard it and related

¹ Student learning gains are measured in the following skills/abilities areas: specialization for further education, broad general education, ability to be a team member, analytical/logical thinking, quantitative thinking, ability to learn on one’s own, writing clearly and effectively, understanding other people, understanding developments in science and technology, ability to put ideas together, and ability to use computers.

² Students rate each of the eleven items are rated on a 4-point scale of “gain in learning” (4=Very Much to 1=Very Little), so the index can range from a low of 11 to high of 44. The variation in this measure over the past three years has no statistical or practical significance.

individual items as measures of faculty productivity and to replace them with new indicators more specifically related to problem areas in our curriculum delivery. We will continue to focus on areas where we see consistently lower performance: quantitative principles and methods and the use of computer technology. The last results we will report for the old indicators are shown in Table 5 and Chart 5.

Table 5: Individual Item Average "Gain in Learning" Ratings for the Life-Long Learning Index

Rating Scale: 4=Very much, 3=Quite a bit, 2=Some, 1=Very little.

	N	Spec for Furth Ed	Broad Gen Ed	Writing Clearly	Famil. w/ Computer	Understd Others	Team Member	Understd Sci/Tech	Think Analytic	Quant Thinking	Synth Ideas	Learn on Own	Life- Long Learning
Spring 97 Administration													
Freshman	242	2.56	2.92	2.74	2.52	3.07	2.77	1.90	2.84	2.04	3.08	3.13	29.64
Sophomore	217	2.79	3.00	2.91	2.65	3.04	2.89	2.03	2.99	2.25	3.26	3.34	31.10
Junior	381	3.00	3.01	3.04	2.72	3.03	2.89	2.11	3.12	2.37	3.29	3.43	32.02
Senior	417	3.12	3.02	3.10	2.91	3.07	3.00	2.40	3.25	2.54	3.39	3.49	33.26
Total	1257	2.92	2.99	2.98	2.73	3.05	2.90	2.15	3.09	2.34	3.28	3.38	31.82

Spring 98

Freshman	33	2.42	2.67	2.79	2.15	3.48	2.94	1.84	2.55	1.72	3.18	3.33	29.16
Sophomore	66	2.67	2.80	2.94	2.25	3.22	3.05	2.06	3.22	1.94	3.33	3.55	30.93
Junior	99	2.85	2.87	2.91	2.49	3.27	3.19	2.23	3.15	2.11	3.39	3.56	32.08
Senior	110	3.01	3.03	3.11	2.54	3.28	3.28	2.26	3.31	2.15	3.53	3.53	32.98
Total	308	2.82	2.89	2.97	2.42	3.28	3.16	2.16	3.15	2.05	3.41	3.52	31.83

Spring 99

Freshman	32	2.44	2.84	2.75	2.16	3.22	2.97	2.09	2.78	1.87	3.28	3.38	29.68
Sophomore	51	2.55	2.92	2.67	2.49	3.00	2.86	2.08	2.96	1.96	3.18	3.49	29.77
Junior	109	2.72	2.96	2.84	2.50	3.26	3.19	2.13	3.08	2.21	3.34	3.58	31.77
Senior	108	2.75	3.15	3.08	2.59	3.27	3.15	2.29	3.24	2.31	3.36	3.61	32.69
Total	300	2.67	3.01	2.89	2.49	3.21	3.10	2.17	3.09	2.17	3.31	3.55	31.53

Spring 00

Freshman	141	2.46	2.86	3.04	2.15	3.29	2.96	2.03	2.91	1.79	3.21	3.28	30.07
Sophomore	73	2.54	3.00	2.94	2.33	3.49	3.25	2.22	3.08	1.96	3.40	3.47	31.71
Junior	96	2.90	3.01	2.87	2.48	3.28	3.21	2.29	3.08	2.20	3.31	3.41	31.94
Senior	32	2.78	2.94	2.75	2.31	3.16	2.94	2.13	3.03	2.06	3.41	3.50	31.00
Total	342	2.62	2.92	2.94	2.29	3.32	3.09	2.14	2.99	1.95	3.28	3.36	30.91

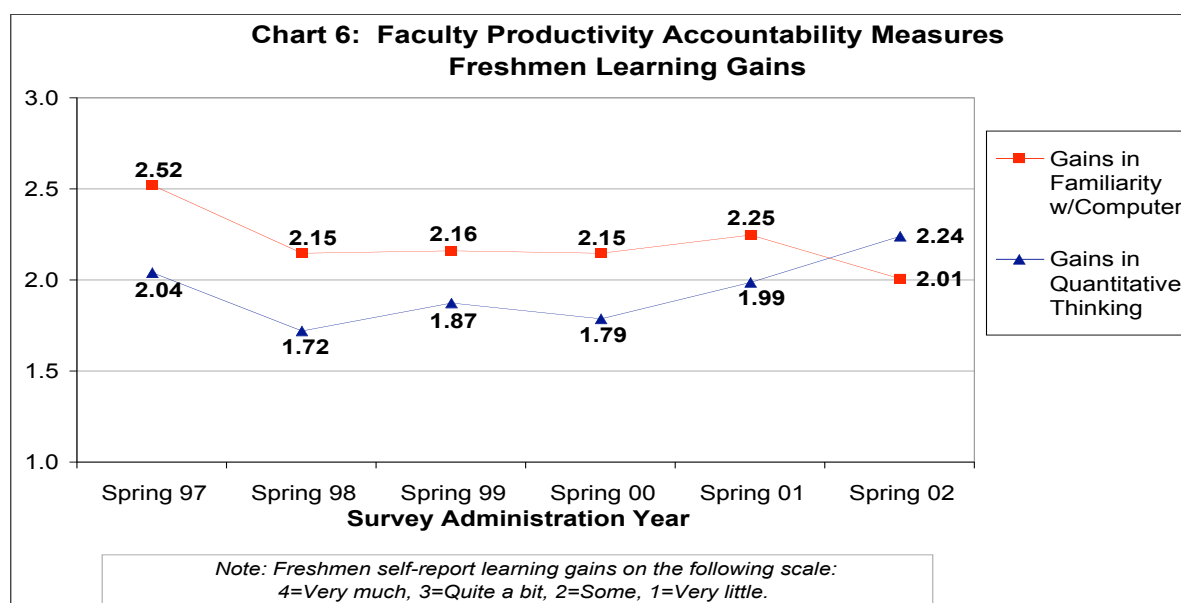
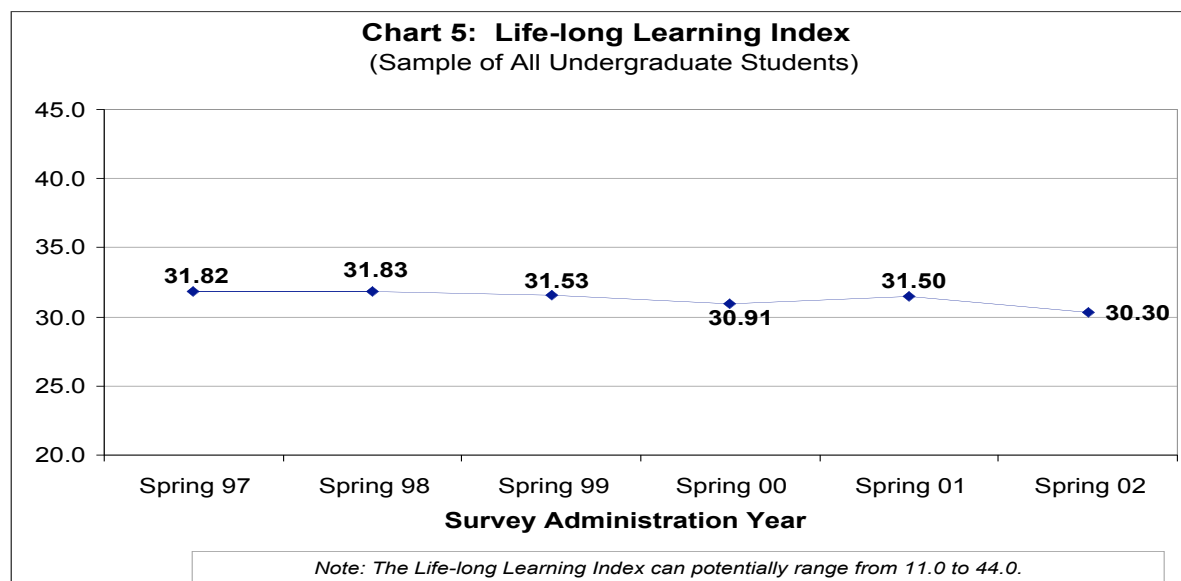
Spring 01

Freshman	202	2.44	3.01	2.84	2.25	3.30	3.09	1.99	3.02	1.99	3.31	3.34	30.63
Sophomore	102	2.62	2.80	2.91	2.18	3.25	3.06	1.94	3.02	2.12	3.36	3.50	30.69
Junior	89	2.95	2.97	2.99	2.57	3.27	3.25	2.53	3.19	2.40	3.46	3.52	33.24
Senior	98	3.11	2.93	2.97	2.55	3.34	3.13	2.32	3.02	2.24	3.37	3.54	32.51
Total	491	2.71	2.95	2.91	2.35	3.29	3.12	2.14	3.05	2.15	3.36	3.45	31.50

Spring 02

Freshman	162	2.49	2.88	2.89	2.01	3.17	2.97	2.08	3.02	2.24	3.23	3.32	30.30
Sophomore	87	2.83	3.04	2.97	2.37	3.37	3.12	2.26	3.12	2.58	3.26	3.40	32.36
Junior	80	2.83	3.08	2.96	2.42	3.28	3.28	2.23	3.29	2.69	3.38	3.54	33.15
Senior	87	3.02	2.90	3.01	2.53	3.44	3.43	2.37	3.26	2.42	3.40	3.43	33.16
Total	416	2.74	2.96	2.95	2.27	3.29	3.16	2.21	3.15	2.44	3.30	3.40	31.88

We propose to continue our focus in the areas of quantitative methods and use of computer technology among freshmen students for our 2003-05 Accountability measures, but to change indicators to survey questions that are better-related to these areas and hopefully more sensitive to changes in programs. We will use results in the next year to establish new baselines and targets for these new indicators, and then track if an emphasis on a narrower range of skills (the two items) and a particular student subgroup (freshmen) can generate movement in the measures. These two areas align with internal and external interests. A focus on quantitative skill development is consistent with recommendations from our recent reaccreditation self-study. The HEC Board also emphasized this area for development of student learning outcome measures. The HEC Board and the Legislature also named information/technology literacy as a focus for student learning outcome measures. Charts 5 and 6 illustrate Evergreen's history with the indicators of faculty productivity that we intend to replace.



Strategies to improve upon the areas of quantitative methods and computer technology that were employed during the past biennium included the following:

1. Continued 5-day summer institutes for faculty on general education learning outcomes.
2. Continued to offer faculty development institutes in summer 2001 and summer 2002 with an emphasis on the topics of computer technology, quantitative reasoning, and writing.
3. Evergreen continues to work with the other baccalaureate institutions in the state to develop measures of student learning outcomes in writing, quantitative reasoning, information/technology literacy, and critical thinking.
 - The fourth statewide institute on writing assessment was hosted at Evergreen in early August 2001; the meeting involved faculty, community members, and assessment and research professionals. Local writing institutes were held in the summers of 2002 and 2003.
 - An inter-institutional group has continued work to develop measures of quantitative reasoning, with an emphasis in 2001-2003 of developing local campus-specific programs.
 - Evergreen participated in the 2001 annual October Faculty Assessment Colloquy sponsored by the assessment coordinators at the baccalaureate institutions, which concentrated on assessment of Critical Thinking skills.
 - A statewide inter-institutional meeting was held in July 2001 at Evergreen to develop scoring rubrics and strategies to assess the information/technology literacy of senior-level students. A feasibility report was submitted to the State Legislature regarding information/technology literacy assessment efforts in January 2002. Fiscal constraints and dissatisfaction with the initial effort to develop a statewide rubric led to the development of local information literacy assessments that began in 2002-2003 and are ongoing. Evergreen has developed and conducted an assessment of information technology process skills in winter and spring of 2003 and has submitted a report of this activity to the HECB for reporting to the Legislature.
4. In January 2001, faculty approved the "Expectations of an Evergreen Graduate." The six Expectations are the bedrock of the College's general education plan. The Expectations encourage breadth, depth and synthesis of learning; assuming responsibility for one's work; creative and effective communication; critical thinking; collaborative and responsible participation in our diverse society; and applying qualitative, quantitative, and creative modes of inquiry appropriately to practical and theoretical problems. As we continue to implement the general education Expectations into our Advising practices and curricular structures throughout the current biennium, we expect a positive impact on our faculty productivity accountability measures with regards to student learning gains. Faculty have been encouraged to list the Expectations in their syllabi and address how program content will connect to the Expectations, which will help the faculty and student focus attention on pursuing those learning objectives. The Expectations have been incorporated into the College's web-site and publications. Faculty and advising staff have been building the Expectations into their academic planning workshops and student advising contacts. In summer 2002 we conducted an analysis of the transcripts of 2000-2001 graduates, and determined the percentage of Evergreen graduates who demonstrated sufficient evidence of meeting the Expectations of an Evergreen Graduate. (This was a baseline sample to determine the extent of meeting the Expectations for students attending Evergreen before the Expectations were adopted.) We will repeat this analysis in 2005, in preparation for our next major accreditation study, to determine if adopting and emphasizing the Expectations has significantly improved student learning outcomes.

5. The Learning Resource Center (consisting of the Writing Center and the Quantitative Reasoning Center) was restructured as a result of general education implementation. Two new Directors (one for each branch of the Learning Resource Center) were hired to assist in supporting the general education efforts. During the last biennium, the Quantitative Reasoning Center developed and implemented the following strategies to improve quantitative skills of our students:
- Specific tutors were assigned to programs and courses with quantitative reasoning components beginning fall 2001.
 - A Quantitative Reasoning Center tutor was available evenings and weekends associated with the Prime Time Advising office located in the First-Year Experience area of campus housing.
 - The Quantitative Reasoning Center Director attained gender equity in hiring tutors in this area to increase accessibility for all students.
 - The Self-paced Math program has historically had a poor success rate with regard to students earning full credit. The QR Director updated the curriculum, instituted an attendance requirement, and a new journal review process to ensure active participation. Beginning fall 2001, students worked in cadres as opposed to individually.
 - The QR Director worked directly with four campus programs in fall 2001, including two freshmen Core programs (Ecology of Hope and Trash), Introduction to Natural Science, and the Masters in Teaching program. He provided in-program workshops and support with quantitative thinking and skills; examples included analyzing, summarizing, and interpreting data; graphing; spatial relationships; mathematics; statistics; and Excel tutorials.
 - The QR Director hosted a Quantitative Reasoning workshop for students enrolled in the Courage to Learn program during Orientation Week of fall quarter 2001. They explored spatial relationships, geometry, logical sequences, and math concepts through an origami workshop. He provided a similar workshop to students in the fall 2002 extension of this program (“Beginning the Journey.”)
 - The QR Director convened a faculty summer institute in summer 2002 called Quantitative Reasoning Integration to assist faculty in finding ways to incorporate quantitative thinking concepts into their curricula and to raise their confidence in teaching these skills.
 - The QR Director worked directly with Planning Unit Coordinators and the Curriculum Dean as they built the curriculum for 2003-04. He gave a workshop on how to incorporate quantitative reasoning across disciplines, with particular attention to first-year student programs, at the annual Faculty Retreat and at other faculty planning meetings.
6. A new yearly faculty advising requirement was approved as part of our general education plan in spring 01. This requirement was variously implemented over the next biennium, which provided an additional structure for academic planning to occur, including discussions of meeting general education expectations.
7. Continued to develop and implement advising strategies to increase exposure to Evergreen General Education Expectations. Continued to conduct and refine stage-appropriate academic planning workshops throughout students’ academic careers at Evergreen.

8. A leadership group was established to guide implementation of the general education policy. This group attended an Associate of American Colleges and Universities summer institute during summer 2001 with a team focus on general education implementation and assessment issues, and attended a follow-up AAC&U conference on general education in February 2002.
9. The Evergreen Computer Center offers a variety of two-hour computer skill-building workshops open to staff, faculty, and students throughout the academic year. Examples of offerings include Introduction to Access, Introduction to Excel, Using the Internet, Introduction to PowerPoint, Creating WebPages Using Netscape Composer, Introduction to PhotoShop, and Introduction to Word. The classes are offered at varying times of day to accommodate a variety of schedules, including evening session.
10. Evergreen's Digital Imaging Studio offers free training workshops for interested students, staff, and faculty on such topics as PhotoShop, Dreamweaver, and Basic Scanning and Image Optimization. Beginning fall 2001, the Digital Imaging Studio increased access to their facilities by no longer requiring mandatory proficiencies for users of the studio. Workshops and assistance are provided to all users as needed, but all students, staff, and faculty have automatic access to the digital facilities. The Studio provided direct program support to Islands and Foundations of Visual Arts and to the freshmen core program Citizen Alert.

Institution-specific measure – Diversity

The topic of Evergreen's institution-specific measure is diversity. The measure is composed of two items: (1) fall-to-fall retention of students of color on the Olympia campus; and (2) additional student outcome data drawn from the College Student Experiences Questionnaire (the specific item is student self-reported gain in "Understanding other people and the ability to get along with different kinds of people," which we will replace with two similar questions from our new surveys in the next and following biennia).

In ten of the past fourteen years, fall-to-fall retention of undergraduate students of color has equaled or exceeded the retention of white students [Chart 7]. Retention of students of color to fall 2002 was 77%, down 1% from 2001 and the same as 2000. Retention of students of color is typically higher on Evergreen's Tacoma campus than on the Olympia campus; this has been true for ten of the past fourteen years [Chart 8]. For fall 2002, students of color returned at a rate of 78% on the Tacoma campus compared with 77% on the Olympia campus. The Olympia campus fell short of our interim target on this measure for AY 01-02 by 2%. For the current biennium, we propose to continue our focus on retention of students of color on the Olympia campus and continue to target retention rates of 79% for Fall 2004 and 80% for Fall 2005. Retention of students of color in our Tribal program has shown a major improvement in recent years.

Chart 7
The Evergreen State College: Fall-to-Fall Retention
of Degree-Seeking Undergraduates

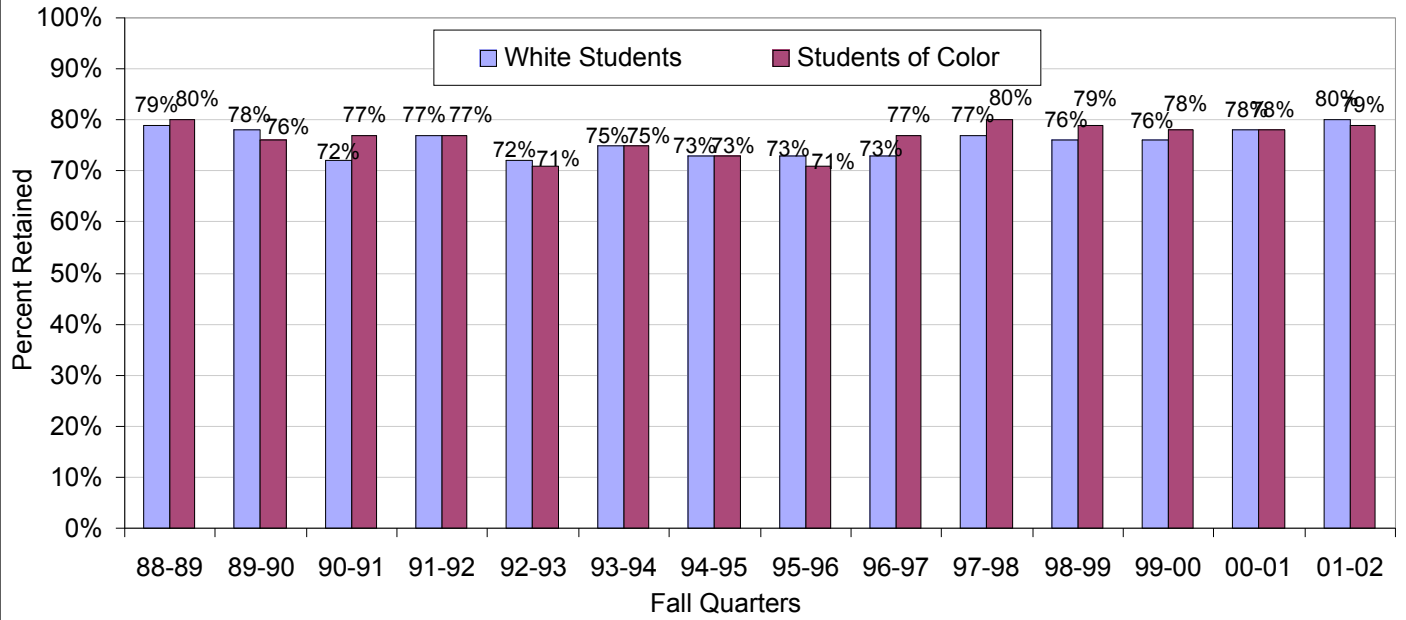
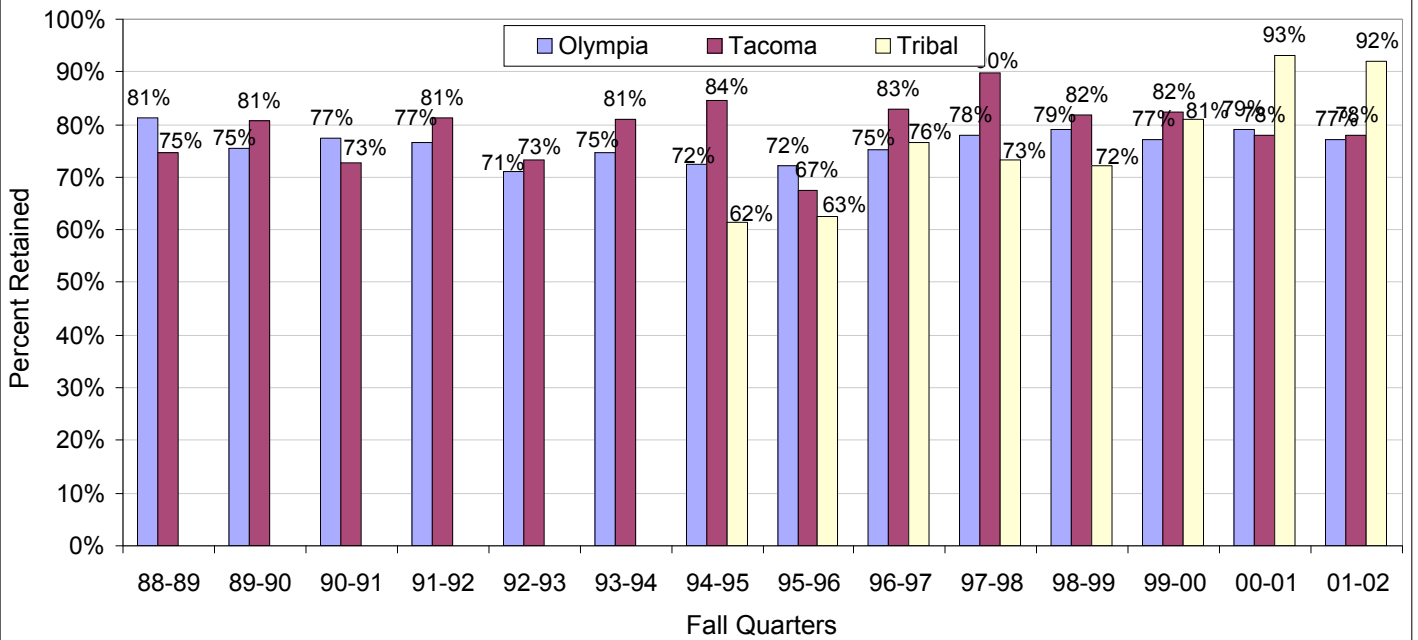


Chart 8
The Evergreen State College:
Fall-to-Fall Retention of Students of Color by Campus



We plan to continue our efforts with the student diversity-learning outcome targets put forward in our last two accountability plans. While our 1998 average rating for this item jumped to 3.28 from 3.05 in the prior year, it fell off slightly in 1999 to 3.21. The College exceeded our interim target for 2000, but again fell short on our target in 2001 and 2002. We find it difficult to distinguish between insignificant fluctuations and meaningful improvement in this indicator. We propose replacing the indicator of this measure with two questions from our new surveys, and monitor response to them next year before finalizing baselines and targets.

Evergreen's recent experience with these institution-specific diversity measures is as follows:

Table 6: Evergreen Institution-specific Diversity Measures						
	Academic Year					
	1996-97	1997-98	1998-99	1999-00	2000-01	2001-02
Fall-to-fall Retention of Students of Color <i>(on Olympia campus only)</i>	75%	78%	79%	77%	78%	77%
Student Diversity Outcome	3.05	3.28	3.21	3.32	3.29	3.29

Strategies employed during the past biennium to improve upon these measures included the following:

1. The Office of Admissions continued to improve our recruitment information and strategies to make the best match between entering students of color and the College. The First People's Recruitment Counselor within the Office of Admissions is specifically assigned to recruitment activities directed at students of color.
2. Continued student retention efforts focused specifically on students of color through the Student Affairs office of "First People's Advising" (a separate office and staff within the Student and Academic Support Services area) devoted to serving students of color. First People's Advising also participated in activities available to the entire campus community to increase exposure to diversity issues.
 - Continued "First People's Scholars Program," inviting all newly admitted students of color to participate in a comprehensive four-day orientation program specifically designed to address issues and needs of students of color.
 - Conducted special workshops for students of color such as "Building Allies" and "Scholarships".
 - Conducted a peer support program to offer peer counseling and support services to students of color.
 - Conducted special programs aimed at stress reduction and anxiety management for students of color.
 - Continued an outreach program of dorm room visits to all students of color living on campus.
 - Hosted an Annual Graduation Celebration for graduating First People's Scholars.
 - Facilitated 'Critical Moments,' a Fall 2001 Orientation Week interactive, skill-building workshop of student perceptions of race and ally-building.

- Continued to coordinate a variety of social and education events designed to connect students of color to the campus community and promote communication, collaboration, and understanding of diversity issues among all students.
 - Continued to coordinate the campus-wide ‘Day of Absence, Day of Presence.’ A long-standing Evergreen Tradition, this is a two-day event which celebrates culture, heritage and community. On the Day of Absence, students, staff and faculty of color are invited to an off-campus community-building retreat. On-campus events such as ally-building workshops take place in our absence. The Day of Presence represents the reuniting of our community and consists of campus-wide workshops, seminars and performances.
3. Continued the federally funded KEY (Keep Enhancing Yourself) Program that serves low-income students, those with disabilities, and first-generation college students.
- Provided individualized advising, counseling and support services to eligible students.
 - Fostered a “one stop shopping” concept, where students can come with all of their problems, from financial aid to writing a research paper. Referred students to other campus resources and services as appropriate.
 - Held quarterly social gatherings to introduce KEY students to one another and foster a community for students.
 - Conducted quarterly workshops for KEY students on topics such as study skills, time management, and writing. The workshops reinforce a sense of community for students facing similar issues.
 - Provided one-on-one tutors, writing, and research support to students in need.
 - Increased visibility of KEY through outreach and cross-referral efforts, such as making announcements within first-year student programs, offering workshops in campus housing, and encouraging referrals from the Career Development Center, First People’s Advising, the Health/Counseling Center, Prime Time Advising Office, and other campus resources.
 - Continued to organize quarterly cultural field trips for KEY students to expose students to a variety of cultural events free-of-charge, including speakers and performances at The Washington Center for the Performing Arts and a visit to the Experience Music Project.
 - Began “Step Up’ in late summer 2002, an intensive, four-day orientation and skill-building program for eligible students that takes place the week before general new student orientation.
4. The Student Activities Administration and its associated student organizations continued to sponsor campus events that provide opportunities for Evergreen students to learn about diverse people and enhance their abilities to get along with different kinds of people. The Student Activities Administration continued to support the college/community radio station at Evergreen that provides an outlet for independent and underrepresented voices, news, and opinions. Student Activities also sponsored publications for the expression of diverse written and artistic materials.
5. The Media Center and the Library continued to support the diversity concepts present throughout our curriculum through their conscious efforts to purchase resources representing diverse authors and content.

6. The Public Service Centers located at Evergreen also provide opportunities for students, staff, and faculty to expand their knowledge of different kinds of people and how to interact with them.
 - The Washington Center for Improving the Quality of Undergraduate Education helps to promote National Learning Communities events and sponsors the inter-institutional “Critical Moments” project series. Among their ongoing projects were their 15th annual conference “Practicing What We Stand For: Access, Equity and Significant Student Learning” held at Evergreen’s Tacoma campus in February 2002, and “Assessing Diversity” (a partnership with the State Board of Technical and Community Colleges). They also sponsored the visit of Roberto Aberra to campus, who spoke and participated in classes on multicultural diversity, and the participation of Bob Moses, expert on ethnic/racial issues in math education, in the national quantitative reasoning retreat to be held August, 2003.
 - The Longhouse Education and Cultural Center provides service and hospitality to students, the college, and the surrounding Native communities. With a design based in the Northwest Indigenous Nations' philosophy of hospitality, its primary functions are to provide a gathering place for hosting cultural ceremonies, classes, conferences, performances, art exhibits and community events. Longhouse staff plan and implement cultural events at the Longhouse on a quarterly basis. These include community dinners, drum and dance performances and other events. The second annual Urban Indian Foundation Art Show was held in Nov. 2001, and a contemporary art exhibit featuring works by artists from indigenous peoples of the Pacific Rim is currently on a two-year national tour.
 - The Labor Education & Research Center provides a safe forum for workers, community members and Evergreen students to look at their lives and work through the lenses of labor history and political economics. Center sponsored educational programs seek alternative approaches to systems and symptoms of racism, sexism, economic restructuring and homophobia. They hosted the Summer School for Union Women at Evergreen in the summers of 2001-03, and this event will continue through the next biennium. They also sponsored a conference on Women of Color in Labor and Community Struggles, held on the Tacoma campus in winter 2002. A member of the Center attended the World Social Forums in 2001, 2002 and 2003, and spoke in Evergreen classes on issues raised at these forums. The Center regularly hosted campus speakers on labor and social justice from Central and Latin America, and works on issues affecting immigrant workers in Washington State. They also provided a library (with a web-driven search engine) that provides students and other community members access to books, art, videos, and other documents related to social and economic justice and international labor issues.
7. Efforts were made in the coming biennium to increase the frequency and quality of campus dialogues. The College especially wants to emphasize the existence and importance of the Evergreen Social Contract through community dialogues on controversial subjects, and to assist students in finding constructive ways to give expression to their desires for change. A major premise of the Social Contract is respectful communication and interactions with all people. Campus forums focused on encouraging civil communication in the campus community.
8. Although Evergreen did not continue to monitor diversity development activities for faculty as an official element of our institution-specific diversity performance measure, the College remains committed to providing such opportunities for faculty and staff during summer institutes and throughout the academic year.

Part II

New Baselines and Proposed Measures 2001-2003 Targets and Strategies

Graduation Efficiency Index

Table 7: New Baselines and Targets for GEI Measures				
Accountability Measures	Baseline: 1999-2001 Average	2003-04 Target	2004-05 Target	Long-Term Goal
Freshman GEI	93%	93.5%	94%	95%
Transfer GEI	90%	90%	90%	90%

Strategies:

1. Continue to improve articulation and transfer with community colleges through college-to-college meetings.
2. Analyze transfer student data from the State Board of Community and Technical Colleges 2002-03 study of the role of community colleges in the achievement of the Bachelor's Degree in Washington State, and from the 2002 and 2004 alumni surveys, and make program changes that these results suggest, where feasible. We hope that this study will provide additional insights into student pathways to earning Bachelor's degrees, including comparisons between state institutions.
3. Continue to refine the New Student advising sessions to better meet the needs of new first-year and transfer students and to increase exposure to the Expectations of an Evergreen graduate.
4. Continue to refine and implement new academic advising structures that facilitate academic planning throughout students' work at Evergreen, including increased exposure to the Expectations of an Evergreen Graduate.
5. Academic Advising will continue to modify and improve their web site that provides advising and academic planning information to students, including the addition of an adult learner resource site.
6. The per-quarter credit limit has been increased from 16 to 20 credits beginning fall 2001. This change may shorten the time to degree for some students. It also increases the limit for transfer credit and/or concurrent enrollment credit that will count toward a degree to 20 credits per quarter. We will continue to monitor the effects of this change in credit limit on graduation efficiency.
7. Develop and pilot a high school summer program as a lower-cost alternative to implementing a Running Start program at Evergreen.

Graduation Rates and Student Retention

Table 8: New Baselines and Targets for Retention and Graduation Rate Measures				
Accountability Measures	Baseline: 1999-2002 Average	2003-04 Target	2004-05 Target	Long Term Goal
Undergraduate Retention (Overall) <i>(Fall-to-fall retention: total undergraduates)</i>	78%*	79%	80%	90%
Freshman Retention <i>(based on entering 1st-yr student cohorts)</i>	70%*	74%	75%	75%
Freshman 5-year Graduation Rate <i>(based on entering 1st-yr student cohorts)</i>	48%**	49%	50%	55%

* Retention to second fall quarter for freshmen cohorts of 98, 99, & 01.

** Baseline based on entering cohorts fall quarter 94, 95, and 96, measured graduation in AY 98/99, 99/00, & 00/01.

Strategies:

- Continue academic advising interventions with attrition-prone students:
 - Continue to host the first-year programs fair during spring quarter, introducing students entering in the subsequent fall to their first-year program options, faculty, and student services.
 - The First-year Student Dean hosts a first-year program preview event during Orientation Week at the beginning of each fall quarter to introduce new students to their program options, faculty, and fellow students.
 - Academic Advising and a team of faculty will continue to provide an intensive orientation program during Orientation Week of fall quarter for new students, to help students adjust to Evergreen's learning style, familiarize themselves with campus resources, and begin to develop new peer relationships.
 - Continue to use and refine the new Case Management Protocol developed by Student and Academic Support Services for dealing with students in crisis.
 - Implement relevant findings from the task force on violence on campus.
 - Continue new targeted advising services for reservation-based students, student athletes and conditionally admitted or probationary students.
 - Continue to contact students who are registered only on waitlisted (full) program(s) to encourage them to enroll in a back-up program with spaces available. Also contact newly admitted students with other anomalous registration issues for follow-up advising.
 - Continue to contact new students once per quarter with a brief "How's It Going?" survey to determine problem areas and provide necessary follow-up. The Dean of Student and Academic Services will continue to read the information collected from the surveys to keep informed of first-year student experiences.
 - Academic Advising will develop a new structure for the peer advisor program to include more outreach activities. Outreach proposals for the current biennium include peer advisors serving as Core Connectors for first-year students within All-level programs (students with a range of class standing), those who are doing Independent Learning Contracts or Internships, and those who switch programs mid-year. Peer advisors will check-in with students and provide appropriate

information and referrals. This new structure will be subject to potential revisions depending on its success in AY 03-04.

2. Continue Core Workshops each June on program planning and advising for faculty preparing to teach in freshman-level programs. Core Connectors (student affairs professionals that work within first-year student academic programs) will continue to be integrated into these workshops.
3. Continue the “Core Connectors” initiative that integrates student affairs professionals into freshman programs for improved student support.
 - Continue to deliver the Core Connector curriculum to increase consistency of the information presented to freshmen students. Available Core Connector workshop offerings will continue to be shared with faculty of freshmen programs earlier during their planning process, so that they may incorporate such opportunities into their class activities.
 - The First-year Dean will continue to meet with the Core Connectors in the middle of each quarter to check in about what they are hearing about how academic programs are going. Relevant information will be reported back to Core program faculty.
4. Continue to apply strategies to improve academic advising information and timing both among faculty and through the Academic Advising Office.
 - Continue to offer a satellite Advising and Study Skills Center in campus housing operating during the evenings and weekends. Continue to staff this program with a “Prime Time Advisor” and also provide academic tutors during evening and weekend hours to students in campus housing.
 - Continue to develop and implement advising strategies to increase exposure to Evergreen General Education Expectations. Continue to conduct and refine stage-appropriate academic planning workshops throughout students’ academic careers at Evergreen.
5. Continue to encourage student enrollment in summer school sessions by expanding the number of summer school offerings and targeting offerings based upon interests of students enrolled during the regular academic year.
6. Web-site improvements are ongoing, and they already include easier access to information and resources to support both prospective and current students. On-line course registration was implemented in May 2001 for fall 2001 academic offerings. Web-site improvements will continue into the current biennium.
7. Academic Advising, in collaboration with the Office of Institutional Research and Planning, conducted a two-year pilot project (AY 99-00 and AY 00-01) to assess the impact of an intrusive advising model on student retention. In the current biennium, implications for practice will continue to be explored, as well as ways to implement project findings.
8. Continue to improve, expand, and implement campus housing initiatives to provide resources for and support the success of first-year students.
 - Continue the “First-Year Experience Program” in campus housing, and consider further expansion of the program based on application demand.

- The First-year Dean will continue to meet with First-Year Experience Resident Assistants in order to learn about their experiences working with first-year students, to get advice from them about how to improve conditions inside and outside of academic programs, and to give advice where possible. Resident Assistants will be encouraged to invite the First-year Dean to discussion sessions with students in order to discuss concerns, ask questions, and plan actions to address the issues where possible.
 - Continue to develop and refine training in academics and social support for Resident Assistants in Housing, and fully implement the new peer referral program.
9. Throughout AY 01-02, a visiting graduate student lived within the First-Year Experience section of campus housing to conduct an ethnographic study of first-year student transitions to college and formation of social relationships. The graduate student produced a report in 2002 about her findings and how they relate to retention of first-year students. Her principle findings were that housing residents perceive a lack of activities on campus, a lack of social space on campus in general, and have both positive and negative reactions to the close-knit nature of their dorm floor communities. Our follow-up to her report in the next biennium will include a campus work group chaired by the Vice President for Student Affairs, charged with recommending ways of improving the physical facilities related to campus life.
 10. Continue to conduct Spring quarter Advising/Registration visits to all first-year programs to encourage and facilitate registration for the following fall quarter.
 11. The Evergreen Health and Counseling Centers will continue to offer a variety of support groups and services to help students make the transition to college life.

Faculty Productivity

We propose to continue our focus in the areas of quantitative skills and use of computer technology among freshmen students for our 2003-05 Accountability Measures, using more sensitive and interpretable indicators for these areas from our new student surveys. Because we have not yet obtained complete samples from our first administrations of these surveys, the baselines and targets for the indicators in this section are tentative, subject to revision in 2003-04 once we have completed one full wave of surveys.

We propose to replace the CSEQ question “familiarity with the use of computers” with a question that asks respondents to rate their level of skill in “using technology to present work, find information, or solve problems.” In our new student surveys, we also ask a series of more detailed questions concerning the use of computer technologies. Over the next year (AY 2003-04), we will use the results from a full year’s administration of our new survey to see if we can also construct a meaningful index of computer skills from the following questions: “How would you rate your level of skill in the following computer-related tasks?: Writing a research paper using a computer; Giving a presentation using a computer; Conducting research via the Internet or other online sources; Solving mathematical problems using a computer; Using the computer for artistic expression (i.e., music, other audio, still images, animation, video, etc.); Developing/maintaining a web site; Writing computer programs; Preparing a newsletter, brochure, or poster; Using a computer for scientific or geographic analysis.” Pending results of this analysis, we may wish to replace or supplement the single technology question with a more detailed and comprehensive index based on this set of questions.

The tentative baseline distribution for the new technology question is shown in Table 9. These data are from a partial administration of the new student survey in Spring 2003 (N = 410), and we will revise this baseline and related targets at the end of 2003-04. Once we have gained further results from and experience with this new question, we plan to use this indicator and/or the more comprehensive index as a longitudinal measure that considers student development at Evergreen.

Table 9 Evergreen New Student Survey Item: Using technology to present work, find information, or solve problems						
	No Skill (0)	Low (1)	Moderate (2)	High (3)	Very High (4)	Average Rating
Spring 2003	1.9%	15.6%	40.4%	26.5%	15.3%	2.38

We propose to replace the CSEQ question on “quantitative thinking – understanding probabilities, proportions” with a new question “understanding and applying quantitative principles and methods.” The tentative baseline distribution for the new question is shown in Table 10. These data are from a partial administration of the new student survey in Spring 2003 (N = 408), and we will revise this baseline and related targets at the end of 2003-04. Once we have gained further results from and experience with this new question, we plan to use this indicator as a longitudinal measure that considers student development at Evergreen. Tentative baselines and targets for both of these new indicators are shown in Table 11.

Table 10 Evergreen New Student Survey Item: Understanding and applying quantitative principles and methods						
	No Skill (0)	Low (1)	Moderate (2)	High (3)	Very High (4)	Average Rating
Spring 2003	2.9%	27.3%	44.0%	18.5%	6.6%	1.98

Table 11: New Tentative Baselines and Targets for Faculty Productivity Measures				
Accountability Measures	Baseline Spring 03	2003-04 Target	2004-05 Target	Long-term Goal
Average Freshman rating of skill in “Using technology to present work, find information, or solve problems”	2.38*	n/a	2.50*	to be established
Average Freshman rating of skill in “Understanding and applying quantitative principles and methods”	1.98*	n/a	2.08*	to be established

* Subject to revision when all 2003-04 data are available.

Strategies:

1. Continue 5-day summer institutes for faculty on general education learning outcomes.
2. Continue to offer faculty development institutes in summer 2004 and summer 2005 with an emphasis on the topics of technology, quantitative reasoning, and writing.
3. Evergreen is working with the other baccalaureate institutions in the state to continue development of measures of student learning outcomes in writing, quantitative reasoning, information technology literacy, and critical thinking.
 - Local writing institutes will continue for the current biennium, with consideration of renewed statewide efforts pending available funding.
 - Local work continues for this biennium on quantitative reasoning. Evergreen's efforts will focus on further development of the Quantitative Reasoning Center and its faculty engagement and outreach activities (see below).
 - Evergreen will continue to monitor progress in information technology literacy via surveys, analysis of student portfolios, and by repeating a process assessment exercise of ITL skills with a group of freshmen in Spring 2004.
 - The development of critical thinking skills in Evergreen students will be assessed via analysis of student portfolios.
4. Continue to implement the general education Expectations of an Evergreen Graduate into our Advising practices and curricular structures throughout the current biennium. We expect a positive impact on our faculty productivity accountability measures with regards to student learning gains. Faculty have been encouraged to list the Expectations in their syllabi and address how program content will connect to the Expectations, which will help the faculty and student focus attention on pursuing those learning objectives. The Expectations have been incorporated into the College's web-site and publications. Faculty and advising staff will continue to build the Expectations into their academic planning workshops and student advising contacts.
5. We have very recently replaced the Director of the Quantitative Reasoning Center. The new Director has established ambitious goals for the Center. During the current biennium, the Quantitative Reasoning Center will develop and implement the following strategies to improve quantitative skills of our students through expanded services, faculty development, and community outreach:
 - The Director will recruit, train, and retain a diverse group of tutors, expand tutoring services to include scheduled individual and small-group tutoring, as well as drop-in tutoring. Tutor training will include working with diverse learners, teaching with different pedagogical techniques, using computer algebra systems, and other topics. Tutors will be assigned to programs that historically send large numbers of students to the QRC, and a representative of the QRC will attend all academic fairs and visit all core programs within the first two weeks of every quarter. The Director will work with program tutors and faculty to coordinate student support services. QRC staff will also be given opportunities for professional development and working with local school districts.

- The Self-paced Math program has historically had a poor success rate with regard to students earning full credit. This program will be modified to better meet the needs of diverse learners by offering instructional workshops and scheduled time with instructors, expanding assessment methods, and developing course content to better support campus programs. The Director will assess if these changes result in improved student success and satisfaction and make additional modifications if necessary, and will explore the possibility of expanding self-paced math offerings.
 - The Director will enhance faculty development by identifying and reporting best practices for integrating quantitative reasoning into the curriculum, meeting with science and mathematics faculty to define ways the QRC can help prepare and support students in math-intensive programs, mentor non-math/science faculty who want to increase quantitative reasoning in their programs, work with individual faculty and faculty teams to identify the quantitative reasoning that is already present in their curricula, and help assess the effectiveness of increased quantitative reasoning on students' quantitative literacy. She will also conduct and participate in summer institutes and faculty retreats to advance quantitative reasoning on campus.
 - The Director will initiate campus-wide discussions on quantitative reasoning and quantitative literacy, develop a brochure outlining QRC services, enhance the relationship between the QRC and KEY student services to improve opportunities for special needs and at-risk students, initiate contacts with representatives of the Tacoma campus, coordinate appropriate activities with the Writing Center, complete the National Numeracy Network project with Pierce College to mentor non-math faculty and develop a mentor-training program, and conduct a workshop on assessing quantitative literacy at the national quantitative reasoning retreat in August, 2003.
6. Continue to develop and implement advising strategies to increase exposure to Evergreen General Education Expectations. Continue to conduct and refine stage-appropriate academic planning workshops throughout students' academic careers at Evergreen.
 7. The Evergreen Computer Center will continue to offer a variety of two-hour computer skill-building workshops open to staff, faculty, and students throughout the academic year. Examples of offerings include Introduction to Access, Introduction to Excel, Using the Internet, Introduction to PowerPoint, Creating WebPages Using Netscape Composer, Introduction to PhotoShop, and Introduction to Word. The classes are offered at varying times of day to accommodate a variety of schedules, including evening session.
 8. Evergreen's Digital Imaging Studio will continue to offer free training workshops for interested students, staff, and faculty on such topics as PhotoShop, Dreamweaver, and Basic Scanning and Image Optimization. Workshops and assistance will continue to be provided to all users as needed, with all students, staff, and faculty having automatic access to the digital facilities. The Studio will continue to work directly with programs that make extensive use of their facilities, including the 2003-04 freshmen core program "Fishes, Frogs and Forests" and several other programs.

Institution-Specific Measure – Diversity

We propose to replace our present outcome measure of student diversity learning with two new indicators, questions from our new Evergreen student surveys: “Understanding different philosophies and cultures,” and “Functioning as a responsible member of a diverse community.” We believe that these new questions are more representative of how the Evergreen community talks about issues of diversity. The tentative baselines for the new questions are shown in Table 12. These data are from a partial administration of the new student survey in Spring 2003 (N = 409), and does not include results from upperclassmen. We will revise this baseline and related targets at the end of 2003-04 once a full set of data become available.

Table 12: New Baselines and Targets for Diversity Measures				
Accountability Measures	Baseline: 1999-01 Average	2003-04 Target	2004-05 Target	Long-term Goal
Fall-to-Fall Retention of Students of Color on the Olympia Campus	78%	79%	80%	80%
New Indicators	Tentative Baseline Spring 2003	2003-04 Plan Target	2004-05 Plan Target	Long-term Performance Goal
All Students - “Understanding Cultures”	2.97*	n/a	3.12*	to be established
All Students - “Diverse Community”	2.93*	n/a	3.08*	to be established

*Estimates based on preliminary results for entering freshmen only; these baselines and targets will be revised when 2003-04 data for all classes become available.

Strategies:

1. The Office of Admissions will continue to improve our recruitment information and strategies to make the best match between entering students of color and the College. The First People’s Recruitment Counselor within the Office of Admissions is specifically assigned to recruitment activities directed at students of color.
2. Continue student retention efforts focused specifically on students of color through the Student Affairs office of “First People’s Advising” (a separate office and staff within the Student and Academic Support Services area) devoted to serving students of color. First People’s Advising also participates in activities available to the entire campus community to increase exposure to diversity issues.
 - Continue “First People’s Scholars Program,” inviting all newly admitted students of color to participate in a comprehensive four-day orientation program specifically designed to address issues and needs of students of color.
 - Conduct special workshops for students of color such as “Building Allies” and “Scholarships”.
 - Conduct peer support program to offer peer counseling and support services to students of color.
 - Conduct special programs aimed at stress reduction and anxiety management for students of color.

- Continue an outreach program to conduct dorm room visits to all students of color living on campus.
 - Host an Annual Graduation Celebration for graduating First People's Scholars.
 - Facilitate a fall 2001 Orientation Week interactive, skill-building workshop of student perceptions of race and ally-building.
 - Continue to coordinate a variety of social and education events designed to connect students of color to the campus community and promote communication, collaboration, and understanding of diversity issues among all students.
 - Continue to coordinate the campus-wide 'Day of Absence, Day of Presence.' A long-standing Evergreen Tradition, this is a two-day event which celebrates culture, heritage and community. On the Day of Absence, students, staff and faculty of color are invited to an off-campus community-building retreat. On-campus events such as ally-building workshops take place in our absence. The Day of Presence represents the reuniting of our community and consists of campus-wide workshops, seminars and performances.
3. Continue the federally funded KEY (Keep Enhancing Yourself) Program that serves low-income students, those with disabilities, and first-generation college students.
- Provide individualized advising, counseling and support services to eligible students.
 - Foster a "one stop shopping" concept, where students can come with all of their problems, from financial aid to writing a research paper. Refer students to other campus resources and services as appropriate.
 - Hold quarterly social gatherings to introduce KEY students to one another and foster a community for students.
 - Conduct quarterly workshops for KEY students on topics such as study skills, time management, and writing. The workshops reinforce a sense of community for students facing similar issues.
 - Provide one-on-one tutors, writing, and research support to students in need.
 - Increase visibility of KEY through outreach and cross-referral efforts, such as making announcements within first-year student programs, offering workshops in campus housing, and encouraging referrals from the Career Development Center, First People's Advising, the Health/Counseling Center, Prime Time Advising Office, and other campus resources.
 - Continue to organize quarterly cultural field trips for KEY students to expose students to a variety of cultural events.
 - Continue the 'Step Up' program for the summers of 2004 and 2005. This intensive four-day orientation and skill-building program for at-risk students takes place the week before general student orientation.
4. The Student Activities Administration and its associated student organizations will continue to sponsor campus events that provide opportunities for Evergreen students to learn about diverse people and enhance their abilities to get along with different kinds of people. The Student Activities Administration will continue to support the college/community radio station at Evergreen that provides an outlet for independent and underrepresented voices, news, and

opinions. Student Activities will also continue to sponsor publications for the expression of diverse written and artistic materials.

5. The Media Center and the Library will continue to support the diversity concepts present throughout our curriculum through their conscious efforts to purchase resources representing diverse authors and content.
6. The Public Service Centers located at Evergreen also provide opportunities for students, staff, and faculty to expand their knowledge of different kinds of people and how to interact with them.
 - The Washington Center for Improving the Quality of Undergraduate Education helps to promote National Learning Communities events and sponsors the inter-institutional “Critical Moments” project series. Among their ongoing projects are the Diversity Institute planned for summer 2004.
 - As a public service center of The Evergreen State College, the Longhouse Education and Cultural Center exists to provide service and hospitality to students, the college, and the surrounding Native communities. With a design based in the Northwest Indigenous Nations' philosophy of hospitality, its primary functions are to provide a gathering place for hosting cultural ceremonies, classes, conferences, performances, art exhibits and community events. Longhouse staff plan and implement cultural events at the Longhouse on a quarterly basis. These include community dinners, drum and dance performances and other events. Among their current projects is a contemporary art exhibit featuring works by artists from indigenous peoples of the Pacific Rim, on national tour 2002-04.
 - The Labor Education & Research Center, a public service initiative of The Evergreen State College, provides a safe forum for workers, community members and Evergreen students to look at their lives and work through the lenses of labor history and political economics. Center sponsored educational programs seek alternative approaches to systems and symptoms of racism, sexism, economic restructuring and homophobia. The Center will continue to host workshops, symposia and speakers dealing with labor and social justice issues. They also provide a library (with a web-driven search engine) that provides students and other community members access to books, art, videos, and other documents related to social and economic justice and international labor issues.
7. Efforts will continue in the coming biennium to increase the frequency and quality of campus dialogues. The College especially wants to emphasize the existence and importance of the Evergreen Social Contract through community dialogues on controversial subjects, and to assist students in finding constructive ways to give expression to their desires for change. A major premise of the Social Contract is respectful communication and interactions with all people. Campus forums will focus on encouraging civil communication in the campus community.

**Table 13: Summary of Accountability Plan 03-05
Baselines and Performance Targets**

The Evergreen State College				
Common measures	1999-01 Baseline Performance	2003-04 Interim Target	2004-05 Plan Target	Long-term Performance Goal
Graduation Efficiency Index				
a. Freshman	93%	93.5%	94%	95%
b. Transfers	90%	90%	90%	90%
Undergraduate retention (overall)	78%	79%	80%	90%
Undergraduate retention (freshman)	70%	74%	75%	75%
5-Year Freshman Graduation Rate	48%	49%	50%	55%
Institution-Specific Measures				
Diversity	1999-01 Baseline Performance	2003-04 Interim Target	2004-05 Plan Target	Long-term Performance Goal
a. Retention, Students of Color (on Olympia campus)	78%	79%	80%	80%
Proposed New Indicators	Tentative Baseline Spring 2003	2003-04 Plan Target	2004-05 Plan Target	Long-term Performance Goal
Faculty Productivity				
a. Freshmen - "Using Technology"	2.38*	n/a	2.50*	to be established
b. Freshmen - "Quantitative Methods"	1.98*	n/a	2.08*	to be established
Diversity				
b. All Students - "Understanding Cultures"	2.97*	n/a	3.12*	to be established
c. All Students - "Diverse Community"	2.93*	n/a	3.08*	to be established

*Baselines and targets for new indicators are subject to revision when all 2003-04 data become available.

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What the Institution-specific Measures Mean

Retention: While reporting overall fall-to-fall retention, Evergreen continues to focus on retention of freshmen students in the current biennium. Again, this is consistent with an internal focus on improvement. Evergreen also selected retention of students of color on the Olympia campus as one of its two institution-specific diversity measures.

Faculty Productivity: Students' reported level of skill at Evergreen in "using technology to present work, find information, or solve problems" and "understanding and applying quantitative principles and methods" (from the new Evergreen Student Surveys).

Diversity: Students' reported level of skill at Evergreen in "understanding different philosophies and cultures" and "functioning as a responsible member of a diverse community" (from the new Evergreen Student Surveys).